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CARLETON COLLEGE USE OF VIDEO TAPES IN TRAINING SECONDARY SCHOOL TEACHERS.

CARLTON COLL., NORTHFIELD, MINN.

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THE PURPOSES OF THIS ASSOCIATED COLLEGES OF THE MIDWEST PILOT PROJECT WERE (1) TO DETERMINE THE FEASIBILITY OF USING PORTABLE, LOW-COST TV EQUIPMENT TO RECORD SPONTANEOUS CLASSROOM TEACHING- LEARNING ACTIVITIES CONDUCTED BY EXPERIENCED TEACHERS, (2) TO PRODUCE SOME EDITED VIDEO TAPES FOR USE IN PROFESSIONAL EDUCATION COURSES, AND (3) TO EXPERIMENT WITH VIDEO TAPES IN APPRAISING THE PERFORMANCE OF STUDENT TEACHERS. THE APPROXIMATELY 300 HOURS OF RECORDED ACTIVITY COVER VARIOUS INSTRUCTIONAL TACTICS FOR SLOW AND GIFTED LEARNERS, ILLUSTRATE THE EFFECTS OF TEACHER ATTITUDES AND OF DIFFERENT APPROACHES TO DISCIPLINE PROBLEMS, AND DEPICT SUCH METHODS AS DISCUSSION, REVIEW, AND SUPERVISED STUDY. SUBJECTIVE EVALUATIONS OF THE TAPES BY INSTRUCTORS AND STUDENTS WERE ENCOURAGING. THE CHIEF RECOMMENDATION WAS FOR MORE CONTINUITY OF ACTION AS OPPOSED TO THE SHORT, ILLUSTRATIVE "CLIPS" ORIGINALLY DESIGNED TO KEEP PACE WITH A COURSE OUTLINE. GREATER CONTINUITY WOULD PERMIT OBSERVERS TO "TEACH ALONG" WITH THE TEACHER. SINCE THE TAPES CAN BE STOPPED AND REVERSED AT ANY POINT, STUDENTS CAN DISCUSS WHAT THE TEACHER HAD DONE OR MIGHT DO NEXT. THE ACTIVITIES OF 70 STUDENT TEACHERS WERE ALSO TAPED, AND STUDENT TEACHERS "PROFITED GREATLY" FROM THE SELF-EVALUATION PERMITTED BY VIEWING THEIR OWN TAPES. (RP)

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CARLETON COLLEGE

Carleton College Use of Video Tapes In Training Secondary School Teachers

The ACM Video Tape Project was initiated June 1, 1964, under a grant of $160,000 from the Charles F. Kettering Foundation. The purposes of the pilot project were (a) to determine the feasibility of using portable, relatively low-cost television equipment to record unrehearsed, spontaneous teaching-learning activities in classrooms exhibiting a variety of lighting and acoustical conditions; (b) to produce a limited number of edited video tapes for use in professional education courses; and (c) if time and resources permitted, to experiment with the use of video tapes in appraising and improving the performance of student teachers.

The pilot project was completed in the fall of 1965 at which time the Kettering Foundation contributed another $100,000 to support the continued production of video tape

Since its inception, the Project has recorded approximately three hundred hours of classroom activity. Although some of these tapes were of little value and hence have been erased, many of them contain material which is applicable to topics generally treated in professional education courses. For example, they include classes of slow learners and gifted learners, possibly taught by the same teacher to demonstrate variations in approach. Some illustrate the effects of teacher attitude upon responses of students. Many serve as illustrations of various teaching-learning methods such as discussion, review, supervised study, oral reports and the inquiry approach to teaching. Discipline problems and differing approaches to classroom control are also represented.

Classes at Carleton and St. Olaf Colleges have provided opportunities for testing the effectiveness of the tapes in improving professional education offerings. Subjective evaluations obtained from instructors and students have been very encouraging, the only negative comment from students being that they were not shown a sufficient amount of taped material.

Perhaps the most important result of the try-out phase was the realization that students tended to be frustrated by the short, illustrative "clips" which had originally been envisioned. They complained that asking them to discuss or comment upon a short sequence was forcing them to react in a very superficial way since they had not seen what led up to the particular event nor had they been given an opportunity to consider relatively long term results. Their responses forced a recognition of the fact that the tapes are more interesting and real to them than an instructor's course outline; therefore, it appears that it is the continuity of action on the tapes which should be preserved rather than fragmenting the tapes to preserve the continuity of a course outline.

Preserving the continuity of the tapes makes it possible to use them to provide a unique and highly profitable opportunity for prospective teachers; that is, the opportunity to "teach along" with the regular teacher. Since the video tape can be stopped, reversed and started at will, students can, in effect, be placed in many decision-making situations. For example, the tape can be stopped after a pupil has made an irrelevant or inaccurate contribution to a class discussion, and students can be asked what they would have said had they been the teacher. Or the tape can be stopped after an oral report to ask a class to discuss what kind of comments they would have made at this point. Was it a good report? Were there any inaccuracies in it? If so, would they have corrected them? How? After the class has discussed ways in which various members would have reacted as the teacher, the tape can be started to find out what the regular teacher did and how the class responded to his actions.

SP 000835

The effectiveness of video tapes for in-service teacher education programs has also been explored through a joint effort involving project staff and Dr. Edith West, Director of Project Social S udies at the University of Minnesota. Although this was an admittedly brief experiment, it suggested that video tapes can be very helpful in demonstrating how designers of new curricular materials envision their use in the classroom.

In addition to producing video tapes of experienced teachers, the Project has also made tapes of about seventy student teachers, most of whom have been participants in the ACM Urban Semester Program. These tapes were viewed and discussed by the student teacher and his supervisors as soon after the taped performance as possible. Some rather interesting hypotheses are growing out of what has been rather random exploration, but if subjective evaluations by supervisors and student teachers are at all meaningful, it can be said that most student teachers profit greatly from the kind of self-evaluation viewing one's own tape permits. This reaction is consistent with those obtained from experienced teachers who have viewed their tapes.

The ACM Video Tape Project has been developed and directed by Dr. Helen D. Berwald, a member of the Carleton College faculty. Future plans include the continued production of video tapes for ACM use and a fund raising effort for resources which would make it possible to add a research component to present activities and to distribute the tapes produced to educational institutions outside of the ACM.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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